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ABSTRACT

The purpose of the School of Survival (S.O.S.) is to provide an alternative educational program for 9th, 10th and 11th grade students from North Community High School whose life styles are not compatible with formal/traditional educational programs. There were six major goals for the project for 1974-75. These dealt with student participation in the educational activities of the project, students' attitudes toward school and teachers, reading, computation, work experiences, and improvement in the ability of the staff to prepare goals and objectives. A variety of activities including courses, field trips, and independent study projects were used to help the students reach the objectives. The staff were assisted by pre-service and in-service training sessions. The evaluation involved pre and posttesting in reading staff and employees, a review of the attendance records and credits earned by students, saff and employees, a review of the attendance records and credits earned by students, and a summary evaluation of each student by the project staff. The general conclusion is that the project as a whole continues to be successful. Objectives concerning attendance, credits earned, and student attitudes were not successfully accomplished in 1974-75, however, and it was impossible to determine the success of the mathematics program. (Author/RC)

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MINNEAPOLIS PUBLIC SCHOOLS
ESEA TITLE III PROJECT
NORTH COMMUNITY HIGH SCHOOL

# LEGITIMIZING EDUCATION FOR INDIVIDUAL LIFE STYLES:

# SCHOOL OF SURVIVAL

FINAL EVALUATION REPORT
1974-75

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Project Evaluator
and
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July 28, 1975

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**MINNEAPOLIS PUBLIC SCHOOLS**

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# Legitimizing Education for Individual Life Styles: School of Survival

Summary of Final Evaluation 1974-75

Prepared by: Dr. Keith Wharton

## I. SUMMARY

### Program Description

The purpose of the School of Survival (S.O.S.) is to provide an alternative educational program for 9th, 10th, and 11th grade students from North Community High School whose life styles are not compatible with formal/traditional educational programs. There were six major goals for the project for 1974-75. These dealt with student participation in the educational activities of the project, students' attitudes toward school and teachers, reading, computation, work experiences, and improvement in the ability of the staff to prepare goals and objectives.

A variety of activities including courses, field trips, and independent study projects were used to help the students reach the objectives. The staff were assisted by pre-service and in-service training sessions.

### Evaluation

The evaluation involved pre and posttesting in reading and computation, the administration of attitude scales, ratings of job performances by staff and employees, a review of the attendance records and credits earned by students, and a summary evaluation of each student by the project staff.

### Conclusions and Recommendations

The general conclusion is that the project as a whole continues to be successful. Objectives concerning attendance, credits earned, and student attitudes were not successfully accomplished in 1974-75, however, and it was impossible to determine the success of the mathematics program.

* * *

August 1975 Research and Evaluation Department

II. DETAILED REPORT

A. Identification

1. Name of Community: Minneapolis Public Schools
Special School District No. 1
807 N.E. Broadway
Minneapolis, Minnesota 55413

2. Locale of School: Minneapolis North Community High School
1500 James Avenue North
Minneapolis, Minnesota 55411

Hennepin County
3rd and 5th Congressional Districts

3. Target Population:

a. Staff: At the beginning of the school year 1974-75, the project was staffed by the Project Coordinator, a Lead Teacher (SLBP reading), an SLBP tutor, one 1/2 time Work Coordinator, and five other teachers (Arts and Crafts, English and Outreach, Developmental Reading, Social Studies, Math and Science.)

. Pupils: The students selected for participation in the project in 1974-75 were 9th, 10th, and 11th grade students from North Community High School whose life styles were not compatible with the formal/traditional education they had experienced. These students were referred to S.O.S. by counselors, SLBP teachers, regular school staff, social workers, probation offices, parents and others. They were accepted on the basis of having exhibited one or more of the following characteristics which had contributed to their lack of academic success:

1. Poor academic skills
2. Low tolerance for large group situations
3. Short attention span
4. Irregular attendance
5. Inability to meet rigid time requirements
6. Poor authority relationships
7. Low motivation

8. Poor language development

9. Poor communication skills

10. Poor physical health

11. Drug abuse

12. Emotional instability (behavioral)

13. Inability to make good judgments

14. Inability to establish away-from-home independence

15. Inappropriate language for school situations

16. Poor social interaction skills

17. Low self-image

At the beginning of the school year -- September 3, 1974 -- a total of 45 students had been admitted into S.O.S. Twelve of these were 9th graders, 33 were 10th graders; 25 males, 20 females.

By the middle of January, 1975, the active enrollment had risen to 92. These were distributed as follows:

| | |
|---|---|
| 9th Grade: | 27 males |
| | 20 females |
| | 47 total |
| 10th Grade: | 30 males |
| | 15 females |
| | 45 total |

The total number of students who had been enrolled in the project between September 3, 1974, and January 15, 1975, was 107. The 15 students who withdrew either moved out of the district, transferred to other classes, were placed in correctional institutions, or dropped out of school. The ethnic composition of these 107 students was:

| | Male | Female | Total | % |
|---|---|---|---|---|
| Black | 10 | 10 | 20 | 18.7 |
| Chicano | 4 | 3 | 7 | 6.5 |
| Native Americans | 7 | 4 | 11 | 10.3 |
| Other | 48 | 21 | 69 | 64.5 |
| Total | 69 | 38 | 107 | 100.0 |

The enrollment at the end of the year was 101, distributed among the grades as follows:

| | Male | Female | Total |
|---|---|---|---|
| 9th Grade | 30 | 21 | 51 |
| 10th Grade | 26 | 21 | 47 |
| 11th Grade | 2 | 1 | 3 |
| Total | 58 | 43 | 101 |

Counting the 30 students who left the S.O.S. program during the the school year, a total of 131 students were enrolled in the project at one time or another in 1974-75.

B. Project Objectives and Activities

1. Objective I: Every student selected for admission into S.C.S. will successfully participate in a total program designed to fit his or her abilities and interests.

   a. Activities: The S.O.S. curriculum is an educational program designed to meet the special needs of the students who are admitted to the project. It was developed, for 1974-75, by the project staff who drew upon their experiences of the first two years of the project, in consultation with appropriate curriculum resource personnel of the Minneapolis Public Schools as well as outside consultants. The educational activities included classroom work, independent study, field trips, work experiences and other activities developed especially for individual students or groups of students. An example of the class schedule is shown in Appendix A. A complete listing of class schedules and activities for the year as well as specific objectives for each course can be obtained from the Project Coordinator.

   b. Procedures to determine accomplishment

      "Successful participation" was defined operationally in terms of attendance, credits earned and a composite summary rating of each student by the project staff.

      1) Attendance: In order to benefit from the special offerings and services of the S.O.S. program, students must attend classes. Individual attendance records were kept for each student. These records included the number of days enrolled in the program, the number of days present, and the number of days absent, both excused and unexcused.

(a) Individual criterion for success: A student was considered to have successfully participated in the S.O.S. program where attendance is concerned if he or she was present or received excused absences for 80% of the time that he or she was enrolled in the program. (Students were given excused absences for reasons of health, legal matters, or severe social-home problems.)

(b) Group criterion for success: The attendance portion of the successful participation objective was to be considered successfully accomplished if 60% of the total group met the individual criterion of success.

2) Number of credits earned: The second measure of successful participation was the number of credits earned by students. Credits were awarded by teachers based upon successful accomplishment of objectives in individual classes.

(a) Individual criterion for success: Credits were awarded at the end of each trimester of the school year. Students who were enrolled in the program at the beginning of a trimester or who entered during the first three weeks of the trimester were considered to have successfully met the credits earned portion of the successful participation objective if they earned an average of at least 4 credits for each trimester they were in attendance.

(b) Group criterion for success: The credits earned portion of the successful participation objective was to be considered successfully accomplished if 60% of the total group met the individual criterion for success.

3) Composite summary rating by the project staff: At the end of the school year the project staff, as a group, were to review the accomplishments and progress of each student enrolled in the project. A composite, summary rating of Successful or Unsuccessful was to be assigned to each student.

(a) Group criterion for success: This portion of the successful participation objective was to be considered successfully accomplished if 75% of the total group received ratings of Successful.

2. Objective II: Every student selected for admission into S.O.S. will change his or her feelings about school and teachers in a positive direction.

a. Activities: The entire structure of the S.O.S. program and each of its component activities were designed to help students who have negative attitudes toward school and teachers to improve those attitudes.

b. Procedures to determine accomplishment:

1) Measurement of feelings about school and teachers: Each student's feelings about school and teachers were measured by 20-item Likert-type attitude scales. A copy of the instruments is included in Appendix B. Pretest scales were administered at the time of initial entry into the program; posttest scales were administered in May, 1975.

2) Criterion for successful accomplishment: This objective was to be considered successfully accomplished if the post-test scores of 80% of the students were higher than the pre-test scores.

3. Objective III: Every student selected for admission into S.O.S. whose entry reading level is below grade level 7.0 will improve his or her reading grade level by an amount equivalent to one full year for one full year's participation in the program.

a. Activities: Two reading groups, the SLBP group for students whose entry reading grade level was between 0.0 and 5.5 and the Developmental group for students whose entry reading grade level was between 5.6 and 7.0, were established. Special reading programs, activities, and course objectives were employed for students in each of these groups to assist them in making the desired reading improvement.

b. Procedures to determine accomplishment:

1) Measurement of entry reading grade level: Each student selected for S.O.S. was administered the reading portion of the Wide-Range Achievement Test at the time of entry into the program. Those whose reading grade levels were between 0 and 5.5 were assigned to SLBP classes; those with levels between 5.6 and 7.0 were assigned to developmental reading classes; those with levels above 7.0 were assigned to other English classes in the S.O.S. program.

2) Measurement of improvement:

(a) SLBP group: At the end of each trimester, students in this group took the Modified IOTA Reading Test.

(b) Developmental reading group: Students in this group took Level 2 of the reading portion of the Wide-Range Achievement Test at the end of each trimester.

3) Criterion for successful accomplishment: Improvement in reading ability was measured by gains in reading grade level as determined by the standardized tests used.

(a) Individual criterion for success: The individual student was considered to have successfully met the desired level of improvement if his or her reading grade level improved by a minimum of 2 months for each 3 months participation in the reading classes. (Scores were adjusted proportionately for students who were in attendance less than the full trimester.)

(b) Group criterion for success: This objective was to considered successfully accomplished if 60% of the total group met the individual criterion of success.

4. Objective IV: Every student selected for admission into S.O.S. who is placed in the Basic Mathematics program will improve his or her computational skills by an amount decided to be appropriate for him or her.

a. Activities: As with the reading program, special mathematics and basic computational skills classes and activities were to be utilized to assist students to improve their mathematical abilities.

b. Procedures to determine accomplishment:

1) Measurement of entry computational skill:

Each student selected for S.O.S. was administered the Minneapolis Public School Mathematics Achievement Test (MACT 8-071272-1) at the time of entry into the program. Those whose scores were not satisfactory (determined by the mathematics teacher and the Project Coordinator who took into consideration the background, achievement, ability, etc., of each student), were placed into Basic Mathematics classes.

2) Measurement of improvement: At the end of the school year, each student in the Basic Mathematics program was administered a posttest form of the Minneapolis Public Schools Mathematics Achievement Test.

3) Criterion for successful accomplishment: Improvement in computational skills was determined by gains in scores on the achievement test and by accomplishments in the Basic Mathematics classes.

(a) Individual criteria for usuccess: Criteria for success were to be determined for each student by the mathematics teacher and the Project Coordinator.

(b) Group criterion for success: This objective was to be considered successfully accomplished if 60% of the total group in the Basic Mathematics classes met the individual criteria for success.

5. Objective V: Every student selected for admission into S.O.S. who wishes to participate in employment experiences through S.O.S. will have had at least one successful job experience by the end of academic year 1974-75.

a. Activities: Students who wished to participate in and receive credit for work experiences were given special classroom instruction on job related topics, e.g., seeking employment, the job interview, employer's expectations, etc. They were assisted in finding employment by the project Work Coordinator, who also provided on-the-job supervision and guidance.

b. Procedures to determine accomplishment:

1) Measurement of success: The success of each job experience for each student was determined by evaluations from the Work Coordinator, the Project Coordinator, and appropriate project staff based upon a consideration of the abilities, needs, and attitudes of the student; accomplishments on the job, ratings from employers, etc.

2) Criteria for successful accomplishment: This objective was to be considered successfully accomplished if at least 50% of the students who chose to work had at least one successful job experience during academic year 1974-75.

6. Objective VI: As a result of pre-service and in-service training sessions, the S.O.S. staff will improve their skills in preparing goals and objectives for S.O.S. classes, projects, and activities.

   a. Activities: Pre-service and in-service training sessions for the S.O.S. staff were led by resource consultants.

   b. Procedures to determine accomplishment: This objective was to be considered successfully accomplished if 1) pre- and in-service sessions were held as planned, and 2) objectives and curricular program were developed to the satisfaction of the consultant and the Project Coordinator.

C. Data

1. Objective I:

   a. Procedures for analysis of data: An individual summary sheet for the recording of the data was prepared for each student. On this sheet were recorded the number of days the student was enrolled in the project, the number of days he or she was present or received excused absences, the number of credits earned for each trimester, and the composite rating for the year by the project staff. From these data the percentage attendance figure was computed for each student.

   The number and percentage of students meeting the minimum criteria for success for each of the three sub-objectives of attendance, credits earned, and composite rating was computed. Separate analyses were made for 9th, 10th, and 11th grade students.

   b. Report of the findings:

      1) Attendance: The group criterion for success of 60% was met only by the 11th grade group. The percentage figure for the total group was 47.5%.

      2) Credits earned: Here again the only classification meeting the group criterion for success of 60% was the 11th grade group. The total group percentage figure was 57.7%.

3) Composite rating: This sub-objective was successfully attained by the total group, with 76.2% of the students receiving composite ratings of "Satisfactory". The highest figure was 80.4% for the 9th grade group, the figure for the 10th and 11th grade groups were 72.3% and 66.7% respectively.

c. Summarization and tabulation of data: The attendance, credits earned and composite rating data for each individual student, by classification, are presented in Tables IA, IB, and IC. Table ID summarizes these data, and indicates those groups meeting the group criterion for success.

TABLE IA
ATTENDANCE, CREDITS EARNED, AND COMPOSITE RATINGS
1974-75
9TH GRADE STUDENTS

| Student | No. of Days Enrolled | No. of Days Present | % Attendance | No. of Credits Earned | Composite Rating |
|---|---|---|---|---|---|
| 01 | 86 | 77 | 90* | 10* | S |
| 02 | 175 | 117 | 67 | 14* | S |
| 03 | 116 | 69 | 60 | 8* | S |
| 04 | 116 | 94 | 81* | 8* | S |
| 05 | 175 | 123 | 70 | 2 | U |
| 06 | 175 | 118 | 67 | 11 | S |
| 07 | 175 | 138 | 79 | 9 | S |
| 08 | 107 | 75 | 70 | 6 | S |
| 09 | 86 | 70 | 81* | 6* | S |
| 10 | 128 | 105 | 82* | 10* | S |
| 11 | 108 | 80 | 74 | 8* | S |
| 12 | 127 | 70 | 55 | 3 | U |
| 13 | 175 | 138 | 79 | 8 | S |
| 14 | 54 | 45 | 83* | 4* | S |
| 15 | 175 | 140 | 80* | 14* | S |
| 16 | 116 | 81 | 70 | 5 | S |
| 17 | 155 | 134 | 86* | 6 | S |
| 18 | 166 | 122 | 73 | 10 | S |
| 19 | 40 | 34 | 85* | N/A | S |
| 20 | 118 | 71 | 60 | 1 | U |
| 21 | 158 | 147 | 93* | 17* | S |
| 22 | 116 | 97 | 84* | 6 | S |
| 23 | 86 | 64 | 74 | 8* | S |
| 24 | 158 | 103 | 65 | 3 | U |
| 25 | 147 | 99 | 67 | 2 | U |
| 26 | 155 | 120 | 77 | 12* | S |
| 27 | 57 | 51 | 72 | 4* | S |
| 28 | 102 | 92 | 90* | 9* | S |
| 29 | 175 | 135 | 77 | 14* | S |
| 30 | 157 | 128 | 82* | 18* | S |
| 31 | 175 | 160 | 91* | 14* | S |
| 32 | 51 | 23 | 45 | 1 | U |
| 33 | 99 | 82 | 83* | 3 | S |
| 34 | 44 | 27 | 61 | 0 | U |
| 35 | 57 | 26 | 45 | 3 | U |

1A Continued

| Student | No. of Days Enrolled | No. of Days Present | % Attendance | No. of Credits Earned | Compos Rating |
|---|---|---|---|---|---|
| 36 | 174 | 137 | 79 | 9 | S |
| 37 | 116 | 115 | 99* | 11* | S |
| 38 | 151 | 70 | 46 | 3 | U |
| 39 | 149 | 98 | 66 | 12* | S |
| 40 | 157 | 144 | 92* | 13* | S |
| 41 | 116 | 111 | 96* | 10* | S |
| 42 | 116 | 114 | 98* | 11* | S |
| 43 | 116 | 83 | 72 | 9* | S |
| 44 | 99 | 51 | 52 | 7 | S |
| 45 | 175 | 148 | 85* | 16* | S |
| 46 | 32 | 26 | 81* | N/A | S |
| 47 | 129 | 113 | 88* | 16* | S |
| 48 | 136 | 105 | 77 | 9* | S |
| 49 | 57 | 31 | 60 | 1 | U |
| 50 | 86 | 47 | 55 | 5* | S |
| 51 | 57 | 51 | 89* | 4* | S |

*Meets specified criterion for successful accomplishment for year 1974-75, or for portion of year in SOS if enrolled less than full year.

N/A indicates those students who entered after the first three weeks of the trimester

1: S=Satisfactory
U=Unsatisfactory

TABLE IB
ATTENDANCE, CREDITS EARNED, AND COMPOSITE RATINGS
1974-75
10TH GRADE STUDENTS

| Student | No. of Days Enrolled | No. of Days Present | % Attendance | No. of Credits Earned | Composi Rating |
|---|---|---|---|---|---|
| 01 | 170 | 138 | 81* | 19* | S |
| 02 | 175 | 141 | 81* | 14* | S |
| 03 | 175 | 115 | 66 | 12* | S |
| 04 | 175 | 130 | 74 | 8 | U |
| 05 | 175 | 166 | 95* | 15* | S |
| 06 | 174 | 150 | 86* | 7 | S |
| 07 | 101 | 89 | 88* | 8* | S |
| 08 | 86 | 58 | 67 | 3 | U |
| 09 | 175 | 128 | 73 | 14* | U |
| 10 | 158 | 74 | 47 | 8 | S |
| 11 | 123 | 114 | 93* | 9* | S |
| 12 | 175 | 156 | 89* | 13* | S |
| 13 | 101 | 67 | 66 | 3 | U |
| 14 | 158 | 99 | 63 | 7 | S |
| 15 | 160 | 83 | 52 | 3 | U |
| 16 | 118 | 61 | 52 | 5 | U |
| 17 | 175 | 175 | 100* | 16* | S |
| 18 | 148 | 46 | 31 | 3 | U |
| 19 | 29 | 29 | 100* | N/A | U |
| 20 | 175 | 167 | 95* | 12* | S |
| 21 | 118 | 98 | 83* | 9* | S |
| 22 | 175 | 127 | 73 | 11 | S |
| 23 | 116 | 63 | 54 | 1 | U |
| 24 | 175 | 125 | 71 | 15* | S |
| 25 | 175 | 175 | 100* | 14* | S |
| 26 | 116 | 97 | 84* | 13* | S |
| 27 | 101 | 50 | 50 | 2 | U |
| 28 | 175 | 163 | 93* | 14* | S |
| 29 | 175 | 142 | 81* | 14* | S |
| 30 | 116 | 93 | 80* | 4 | U |
| 31 | 99 | 63 | 64 | 4 | U |
| 32 | 57 | 48 | 84* | 5* | S |
| 33 | 175 | 174 | 99* | 19* | S |
| 34 | 174 | 104 | 60 | 7 | S |
| 35 | 175 | 129 | 74 | 8 | S |

IB Continued

| Student | No. of Days Enrolled | No. of Days Present | % Attendance | No. of Credits Earned | Composit Rating |
|---|---|---|---|---|---|
| 36 | 175 | 162 | 93* | 14* | S |
| 37 | 124 | 78 | 63 | 6 | S |
| 38 | 22 | 20 | 91* | N/A | S |
| 39 | 174 | 114 | 66 | 12* | S |
| 40 | 157 | 111 | 71 | 7 | S |
| 41 | 175 | 105 | 60 | 6 | S |
| 42 | 105 | 37 | 35 | 1 | U |
| 43 | 129 | 100 | 78 | 10* | S |
| 44 | 174 | 154 | 89* | 18* | S |
| 45 | 175 | 149 | 85* | 17* | S |
| 46 | 118 | 114 | 97* | 9* | S |
| 47 | 175 | 163 | 93* | 16* | S |

*Meets specified criterion for successful accomplishment for year 1974-75, or for portion of year in SOS if enrolled less than full year.

N/A indicates those students who entered after the first three weeks of the trimester

1: S=Satisfactory
U=Unsatisfactory

TABLE IC
ATTENDANCE, CREDITS EARNED, AND COMPOSITE RATINGS
1974-75
11TH GRADE STUDENTS

| Student | No. of Days Enrolled | No. of Days Present | % Attendance | No. of Credits Earned | Composi Rating |
|---|---|---|---|---|---|
| 01 | 104 | 89 | 86* | 8* | S |
| 02 | 86 | 69 | 80* | 4* | U |
| 03 | 157 | 115 | 73 | 11* | S |

*Meets specified criterion for successful accomplishment for year 1974-75, or for portion of year in SOS if enrolled less than full year

1: S=Satisfactory
U=Unsatisfactory

TABLE ID

NUMBER AND PERCENTAGE MEETING INDIVIDUAL CRITERIA FOR SUCCESS: ATTENDANCE, CREDITS EARNED, AND COMPOSITE RATINGS

1974-75

9TH, 10TH, AND 11TH GRADE STUDENTS

| | Meeting Individual Criteria for Success | | |
|---|---|---|---|
| **Attendance** | **N** | **%** | |
| 9th Grade (N=51) | 22 | 43.1 | Group Criterion for Success = 60% |
| 10th Grade (N=47) | 24 | 51.1 | |
| 11th Grade (N=3) | 2 | 66.7* | |
| Total Group (N=101) | 48 | 47.5 | |
| **Credits Earned** | | | |
| 9th Grade (N=49) | 28 | 57.1 | Group Criterion for Success = 60% |
| 10th Grade (N=45) | 25 | 55.6 | |
| 11th Grade (N=3) | 3 | 100.0* | |
| Total Group (N=97) | 56 | 57.7 | |
| **Composite Rating** | | | |
| 9th Grade (N=51) | 41 | 80.4* | Group Criterion for Success = 75% |
| 10th Grade (N=47) | 34 | 72.3 | |
| 11th Grade (N=3) | 2 | 66.7 | |
| Total Group (N=101) | 77 | 76.2* | |

*Meets group criterion for success

2. Objective II:

a. Procedures for analysis of data: Each of the four attitude scales that were used (they were the same scales that were used in 1973-74; copies are included in Appendix B) contained 20 items; 10 positive items and 10 negative items. The 5-point response categories were scored as follows:

For a positive item: SA=4, A=3, U=2, D=1, SD=0;
For a negative item: SA=0, A=1, U=2, D=3, SD=4;

Where SA=Strongly agree
A=Agree
U=Uncertain
D=Disagree
SD=Strongly Disagree

Each student's score on each of the items were summed over all 20 items on each side to provide a total score for that side The maximum possible score for each scale (20 items, 4 points each) is 80 (positive attitude); the minimum possible score is zero (negative attitude).

Scores were recorded for each student on each scale completed, and tabulated according to classification. Group means were computed, and the number and percentage of students in each group who improved their scores from the pretest to the post-test administrations were determined.

b. Report of the findings: In order for this objective to be successfully attained, at least 80% of the students had to improve their scores over the two administrations of the scales. This was accomplished only by the 9th grade group on the Feelings About School -- Feelings About S.O.S. scales. All other percentages showing improvement, although high, were less than the necessary 80%. The total group percentage showing improvement on the School--S.O.S. scales was 76.4%; that on the Teacher--S.O.S. Teacher scales was 78.3%.

c. Summarizations and tabulations of data: Pretest and posttest scores for individual students in each grade classification are presented in Tables IIA, IIB, and IIC. Summary statistics for each classification and for the total group are contained in Table IID.

TABLE IIA
PRETEST AND POSTTEST SCORES ON ATTITUDE SCALES
1974-75
9TH GRADE STUDENTS

| Student | Pre Feelings About School | Post Feelings About SOS | Change | Pre Feelings About Teachers | Post Feelings About SOS Teachers | Chan |
|---|---|---|---|---|---|---|
| 01 | 50 | 56 | + 6 | 49 | 54 | + |
| 02 | 28 | 72 | +44 | 50 | 58 | + |
| 03 | 24 | 40 | +16 | 37 | 34 | - |
| 04 | 42 | 70 | +28 | 45 | 71 | +2 |
| 05 | 30 | 53 | +23 | -- | 49 | -- |
| 06 | 30 | -- | --- | 41 | -- | -- |
| 07 | 37 | -- | --- | 42 | 60 | +1 |
| 08 | 46 | 51 | + 5 | -- | 48 | -- |
| 09 | 44 | 57 | +13 | 40 | 66 | +2 |
| 10 | 64 | 62 | - 2 | 51 | 55 | + |
| 11 | 44 | -- | --- | 57 | -- | -- |
| 12 | 66 | 66 | 0 | 68 | 65 | - |
| 13 | 35 | 48 | +13 | 38 | 38 | |
| 14 | 57 | -- | --- | 36 | -- | -- |
| 15 | 50 | 62 | +12 | 41 | 54 | +1 |
| 16 | 47 | 52 | + 5 | 48 | 54 | + |
| 17 | 50 | 53 | + 3 | 50 | -- | -- |
| 18 | 62 | 60 | - 2 | 57 | 57 | |
| 19 | 48 | -- | --- | 52 | -- | -- |
| 20 | 39 | -- | --- | 37 | -- | -- |
| 21 | 45 | 71 | +26 | 53 | 75 | +2 |
| 22 | 62 | 60 | - 2 | 56 | 55 | - |
| 23 | 59 | 63 | + 4 | 47 | 50 | + |
| 24 | -- | 44 | --- | -- | 50 | -- |
| 25 | 48 | 53 | + 5 | 44 | 56 | +1 |
| 26 | 44 | 52 | + 8 | 53 | 65 | +1 |
| 27 | 37 | 47 | +10 | -- | 31 | -- |
| 28 | 33 | 60 | +27 | 29 | 33 | + |
| 29 | 41 | 57 | +16 | 37 | 56 | +1 |
| 30 | 54 | 64 | +10 | 40 | 52 | +1 |
| 31 | -- | 56 | --- | -- | 62 | -- |
| 32 | 55 | 49 | - 6 | 51 | -- | -- |
| 33 | 24 | 44 | +20 | 34 | 45 | +1 |
| 34 | 36 | 46 | +10 | -- | 56 | -- |
| 35 | 42 | 41 | - 1 | 48 | 58 | +1 |

TABLE IIA Continued

| Student | Pre Feelings About School | Post Feelings About SOS | Change | Pre Feelings About Teachers | Post Feelings About SOS Teachers | Cha |
|---|---|---|---|---|---|---|
| 36 | 58 | 40 | -18 | 49 | 44 | - |
| 37 | 32 | 48 | +16 | 32 | 58 | + |
| 38 | -- | -- | -- | -- | -- | -- |
| 39 | -- | 19 | -- | 17 | 11 | - |
| 40 | 35 | 53 | +18 | 32 | 50 | + |
| 41 | 39 | 59 | +20 | 23 | 57 | + |
| 42 | 40 | 57 | +17 | 39 | 49 | + |
| 43 | 42 | 64 | +22 | 47 | 52 | + |
| 44 | 51 | 72 | +21 | 55 | 70 | + |
| 45 | 53 | 68 | +15 | 44 | 74 | + |
| 46 | 39 | 69 | +30 | 59 | 57 | - |
| 47 | 29 | 55 | +26 | 30 | 53 | + |
| 48 | 6 | 59 | +53 | 31 | 68 | + |
| 49 | 37 | 38 | + 1 | 37 | 57 | + |
| 50 | 62 | 72 | +10 | 68 | 71 | + |
| 51 | 45 | -- | --- | 44 | -- | -- |
| Means | 43.4 (N=47) | 55.4 (N=43) | | 44.1 (N=44) | 54.2 (N=42) | |

TABLE IIB
PRETEST AND POSTTEST SCORES ON ATTITUDE SCALES
1974-75
10TH GRADE STUDENTS

| Student | Pre Feelings About School | Post Feelings About SOS | Change | Pre Feelings About Teachers | Post Feelings About SOS Teachers | Chan |
|---|---|---|---|---|---|---|
| 01 | 54 | 53 | - 1 | 55 | 51 | - |
| 02 | 65 | 49 | -16 | 53 | 43 | -1 |
| 03 | 65 | 74 | + 9 | 45 | 68 | +2 |
| 04 | 32 | 58 | +26 | 35 | 49 | +1 |
| 05 | 46 | 56 | +10 | 46 | -- | -- |
| 06 | 49 | -- | --- | 54 | -- | -- |
| 07 | 24 | 48 | +24 | 45 | 44 | - |
| 08 | 53 | -- | --- | 37 | 52 | +1 |
| 09 | 45 | 64 | +19 | 31 | -- | -- |
| 10 | 48 | 53 | + 5 | 56 | 59 | + |
| 11 | 41 | -- | --- | 47 | -- | -- |
| 12 | 63 | 69 | + 6 | 56 | 60 | + |
| 13 | 23 | -- | --- | 43 | -- | -- |
| 14 | 28 | 53 | +25 | 24 | 57 | +3 |
| 15 | 65 | 39 | -26 | 47 | 33 | -1 |
| 16 | 53 | 58 | + 5 | 47 | 59 | +1 |
| 17 | 53 | -- | --- | 44 | -- | -- |
| 18 | 42 | -- | --- | 46 | -- | -- |
| 19 | 52 | -- | --- | 57 | -- | -- |
| 20 | 32 | 32 | 0 | 33 | 50 | +1 |
| 21 | 36 | -- | --- | 40 | -- | -- |
| 22 | 45 | 51 | + 6 | 48 | 49 | + |
| 23 | 64 | 64 | 0 | 56 | 59 | + |
| 24 | 47 | 61 | +14 | 48 | 57 | + |
| 25 | 60 | 53 | - 7 | 50 | 35 | -1 |
| 26 | 43 | -- | --- | 23 | 62 | +3 |
| 27 | 40 | -- | --- | 40 | 54 | +1 |
| 28 | 45 | 70 | +25 | 55 | 70 | +1 |
| 29 | 29 | 40 | +11 | 31 | 49 | +1 |
| 30 | 50 | -- | --- | 47 | 55 | + |
| 31 | 44 | 58 | +14 | 51 | 54 | + |
| 32 | 16 | 42 | +26 | -- | 30 | -- |
| 33 | 75 | 68 | - 7 | 53 | 58 | + |
| 34 | 15 | 54 | +39 | 50 | 54 | + |
| 35 | 33 | 27 | - 6 | 30 | 35 | + |

TABLE IIB Continued

| Student | Pre Feelings About School | Post Feelings About SOS | Change | Pre Feelings About Teachers | Post Feelings About SOS Teachers | Chan |
|---|---|---|---|---|---|---|
| 36 | 32 | 54 | +22 | 33 | 43 | + |
| 37 | 51 | 56 | + 5 | 54 | 61 | + |
| 38 | 46 | 53 | + 7 | 63 | 52 | - |
| 39 | 30 | 48 | +18 | 41 | 48 | + |
| 40 | 58 | -- | --- | 54 | -- | - |
| 41 | 49 | 40 | - 9 | 49 | 40 | - |
| 42 | 47 | 56 | + 9 | 32 | 49 | + |
| 43 | -- | 47 | --- | -- | 45 | - |
| 44 | 72 | 40 | -32 | -- | 51 | - |
| 45 | -- | 76 | --- | 42 | 64 | + |
| 46 | 32 | -- | --- | 42 | -- | - |
| 47 | 31 | 50 | +19 | 32 | 47 | + |
| Means | 45.0 (N=45) | 53.4 (N=34) | | 44.7 (N=44) | 51.3 (N=36) | |

TABLE IIC
PRETEST AND POSTTEST SCORES ON ATTITUDE SCALES
1974-75
11TH GRADE STUDENTS

| Student | Pre Feelings About School | Post Feelings About SOS | Change | Pre Feelings About Teachers | Post Feelings About SOS Teachers | Chang |
|---|---|---|---|---|---|---|
| 01 | -- | 57 | | -- | 52 | |
| 02 | -- | 53 | | -- | 66 | |
| 03 | 48 | -- | | 49 | -- | |

TABLE IID
SUMMARY OF ATTITUDE SCALE RESULTS, PRETEST AND POSTTEST
1974-75
9TH, 10TH, AND 11TH GRADE STUDENTS

| Mean Scores | | | Mean Scores | | |
|---|---|---|---|---|---|
| Feelings About School | Feelings About SOS | No. and % Improving Scores Pre to Post | Feelings About Teachers | Feelings About SOS Teachers | No. and % Improving Pre to Po |
| **9th Grade** | | | | | |
| 43.4 (N=47) | 55.4 (N=43) | 33 82.5%* (N=40) | 44.1 (N=44) | 54.2 (N=42) | 28 77.8% (N=36) |
| **10th Grade** | | | | | |
| 45.0 (N=45) | 53.4 (N=34) | 22 68.8% (N=32) | 44.7 (N=44) | 51.3 (N=36) | 26 78.8% (N=33) |
| **11th Grade** | | | | | |
| 48.0 (N=1) | 55.0 (N=2) | -- ---- --- | 49.0 (N=1) | 64.0 (N=2) | -- ------ --- |
| **Total Group** | | | | | |
| 44.2 (N=93) | 54.5 (N=79) | 55 76.4% (N=72) | 44.4 (N=89) | 53.2 (N=80) | 54 78.3% (N=69) |

*Meets group criterion for success

3. Objective III:

a. Procedures for analysis of data: Based upon pretest reading grade level scores, 38 students (fifteen 9th graders, twenty-three 10th graders) were placed in the SLBP Group; 16 students (eleven 9th graders, five 10th graders) were placed in the Developmental Group.

Pretest and posttest grade level scores were recorded and a gain score was computed for each student. In addition, a minimum acceptable gain score based upon the criterion of 2 months gain for each 3 months participation in the program was computed. (The formula (days enrolled/58.3) x 2, where 58.3 = number of days in a 3 month period was used to calculate the minimum acceptable gain score.)

The number and percentage of students in each group meeting the criterion for successful accomplishment of the objective was determined.

b. Report of the findings: The group criterion for success of 60% was exceeded by every group. The minimum percentage of accomplishment figure was 80% for the 10th grade Developmental Group; the maximum was 91.3% for the 10th grade SLBP Group.

c. Summarization and tabulation of data: Pretest, posttest, minimum acceptable gain, and actual gain scores for individual students are presented in Tables IIIA and IIIB. The summary of the results and the percentage of successful accomplishment figures are presented in Table IIIC.

TABLE IIIA
READING RESULTS FOR STUDENTS WITH INITIAL
READING LEVEL BETWEEN 0.0 and 5.5
1974-75
SLBP GROUP

| Students | Pretest Level | Posttest Level | Minimum Acceptable Gain | Actual Gain |
|---|---|---|---|---|
| **9th Grade Students** | | | | |
| 01 | 3.3 | 6.3 | .3 | 3.0* |
| 03 | 3.9 | 7.0 | .4 | 3.1* |
| 06 | 4.5 | 11.6 | .6 | 7.1* |
| 09 | 5.5 | 5.8 | .3 | .3* |
| 15 | 2.6 | 5.7 | .6 | 3.1* |
| 23 | 4.8 | 7.0 | .3 | 2.2* |
| 24 | 5.3 | 8.9 | .5 | 3.6* |
| 25 | 4.4 | 7.0 | .5 | 2.6* |
| 26 | 5.5 | 7.3 | .5 | 1.8* |
| 27 | 3.3 | 5.5 | .2 | 2.2* |
| 29 | 5.5 | 5.8 | .6 | .3 |
| 30 | 1.7 | 2.8 | .5 | 1.1* |
| 31 | 2.6 | 5.5 | .6 | 2.9* |
| 41 | 4.2 | 5.9 | .4 | 1.7* |
| 51 | 4.5 | 4.5 | .2 | 0.0 |
| **10th Grade Students** | | | | |
| 02 | 5.3 | 7.9 | .6 | 2.6* |
| 05 | 5.0 | 8.7 | .6 | 3.7* |
| 06 | 4.5 | 7.8 | .6 | 3.3* |
| 07 | 3.1 | 5.9 | .3 | 2.8* |
| 12 | 4.5 | 7.0 | .6 | 2.5* |
| 14 | 3.8 | 6.1 | .5 | 2.3* |
| 15 | 3.3 | 4.5 | .5 | 1.2* |
| 16 | 5.5 | 5.4 | .4 | -.1 |
| 17 | 4.4 | 7.0 | .6 | 2.6* |
| 22 | 2.7 | 5.5 | .6 | 2.8* |
| 23 | 4.8 | 5.9 | .4 | 1.1* |
| 25 | 5.1 | 7.0 | .6 | 1.9* |
| 26 | 5.0 | 14.1 | .4 | 9.1* |
| 27 | 5.0 | 5.0 | .3 | 0.0 |
| 33 | 2.4 | 4.5 | .6 | 2.1* |
| 35 | 5.5 | 7.7 | .6 | 2.2* |
| 36 | 4.5 | 6.1 | .6 | 1.6* |

TABLE IIIA Continued

| Students | Pretest Level | Posttest Level | Minimum Acceptable Gain | Actual Gain |
|---|---|---|---|---|
| 38 | 3.9 | 5.5 | .1 | 1.6* |
| 39 | 5.1 | 9.3 | .6 | 4.2* |
| 41 | 3.1 | 4.5 | .6 | 1.4* |
| 43 | 2.5 | 2.9 | .4 | .4* |
| 44 | 3.3 | 5.9 | .6 | 2.6* |
| 47 | 5.3 | 6.8 | .6 | 1.5* |

*Meets criterion for success

TABLE IIIB
READING RESULTS FOR STUDENTS WITH INITIAL
READING LEVEL BETWEEN 5.6 AND 7.0
1974-75
DEVELOPMENTAL GROUP

| Students | Pretest Level | Posttest Level | Minimum Acceptable Gain | Actual Gain |
|---|---|---|---|---|
| **9th Grade Students** | | | | |
| 07 | 7.0 | 11.9 | .6 | 4.9* |
| 08 | 6.1 | 6.9 | .4 | .8* |
| 10 | 5.7 | 8.7 | .4 | 3.0* |
| 13 | 6.3 | 8.1 | .6 | 1.8* |
| 16 | 6.7 | 11.9 | .4 | 5.2* |
| 17 | 5.7 | 6.0 | .5 | .3 |
| 28 | 6.1 | 7.5 | .4 | 1.4* |
| 39 | 6.8 | 13.0 | .5 | 6.2* |
| 43 | 5.7 | 6.2 | .4 | .5* |
| 44 | 6.3 | 6.5 | .3 | .2 |
| 45 | 6.5 | 12.6 | .6 | 6.1* |
| **10th Grade Students** | | | | |
| 03 | 6.7 | 8.5 | .6 | 1.8* |
| 08 | 7.0 | 6.8 | .3 | -.2 |
| 10 | 5.9 | 7.1 | .5 | 1.2* |
| 20 | 7.0 | 9.9 | .6 | 2.9* |
| 32 | 7.0 | 8.1 | .2 | 1.1* |

*Meets criterion for success

TABLE IIIC
SUMMARY OF READING RESULTS
1974-75
SLBP AND DEVELOPMENTAL GROUPS

| | Meeting Criterion for Success | |
|---|---|---|
| | N | % |
| SLBP GROUP | | |
| 9th Grade Students (N=15) | 13 | 86.7* |
| 10th Grade Students (N=23) | 21 | 91.3* |
| DEVELOPMENTAL GROUP | | |
| 9th Grade Students (N=11) | 9 | 81.8* |
| 10th Grade Students (N=5) | 4 | 80.0* |

*Meets criterion for success

4. Objective IV:

a. Procedures for analysis of data: Pretest and posttest math scores were recorded for each student in the Basic Mathematics program and gain scores were computed. Pretest and posttest mean scores for each grade classification and for the total group were also computed.

b. Report of the findings: The great majority of the students -- 93.2% of the 9th graders, 91.4% of the 10th graders, 100% of the 11th graders; 92.3% of the total group -- improved their scores from the pretest to the posttest administration of the mathematics test.

c. Summarization and tabulation of data: The pretest, posttest, and gain scores for each student, by grade level classification, are reported in Table IVA. Mean scores on each of the tests for each grade classification and for the total group are presented in Table IVB.

TABLE IVA
MATHEMATICS PRETEST, POSTTEST, AND GAIN SCORES
1974-75

| Student | Pretest Score | Posttest Score | Gain |
|---|---|---|---|
| 9th Grade Students | | | |
| 01 | 13 | 25 | 12 |
| 02 | 9 | 23 | 14 |
| 03 | 14 | 23 | 9 |
| 04 | 3 | 9 | 6 |
| 05 | 7 | 7 | 0 |
| 07 | 4 | 17 | 13 |
| 08 | 7 | 25 | 18 |
| 09 | 12 | 6 | -6 |
| 10 | 23 | 31 | 8 |
| 12 | 11 | 13 | 2 |
| 13 | 7 | 17 | 10 |
| 15 | 6 | 8 | 2 |
| 16 | 15 | 24 | 9 |
| 17 | 14 | 15 | 1 |
| 18 | 9 | 18 | 9 |
| 21 | 27 | 33 | 6 |
| 22 | 5 | 18 | 13 |
| 23 | 12 | 12 | 0 |
| 24 | 6 | 12 | 6 |
| 25 | 0 | 5 | 5 |
| 26 | 4 | 5 | 1 |
| 27 | 9 | 22 | 13 |
| 28 | 9 | 16 | 7 |
| 29 | 4 | 23 | 19 |
| 30 | 2 | 7 | 5 |
| 31 | 8 | 21 | 13 |
| 32 | 16 | 20 | 4 |
| 33 | 3 | 4 | 1 |
| 34 | 2 | 7 | 5 |
| 35 | 6 | 19 | 13 |
| 36 | 11 | 20 | 9 |
| 37 | 13 | 24 | 11 |
| 39 | 17 | 30 | 13 |
| 40 | 9 | 32 | 23 |

TABLE IVA Continued

| Student | Pretest Score | Posttest Score | Gain |
|---|---|---|---|
| 41 | 5 | 17 | 12 |
| 42 | 19 | 27 | 8 |
| 43 | 15 | 23 | 8 |
| 44 | 6 | 9 | 3 |
| 45 | 17 | 25 | 8 |
| 46 | 17 | 33 | 16 |
| 47 | 20 | 31 | 11 |
| 48 | 18 | 25 | 7 |
| 49 | 6 | 15 | 9 |
| 50 | 11 | 17 | 6 |
| **10th Grade Students** | | | |
| 01 | 20 | 33 | 13 |
| 02 | 4 | 7 | 3 |
| 03 | 21 | 30 | 9 |
| 05 | 6 | 17 | 11 |
| 06 | 6 | 28 | 22 |
| 07 | 5 | 8 | 3 |
| 08 | 7 | 21 | 14 |
| 10 | 12 | 24 | 12 |
| 12 | 19 | 27 | 8 |
| 14 | 7 | 14 | 7 |
| 15 | 6 | 6 | 0 |
| 17 | 6 | 15 | 9 |
| 20 | 14 | 18 | 4 |
| 21 | 3 | 9 | 6 |
| 22 | 5 | 19 | 14 |
| 24 | 26 | 29 | 3 |
| 25 | 3 | 8 | 5 |
| 26 | 5 | 13 | 8 |
| 28 | 4 | 9 | 5 |
| 29 | 15 | 26 | 11 |
| 30 | 16 | 21 | 5 |
| 32 | 7 | 13 | 6 |

TABLE IVA Continued

| Student | Pretest Score | Posttest Score | Gain |
|---|---|---|---|
| 33 | 4 | 31 | 27 |
| 34 | 12 | 21 | 9 |
| 35 | 11 | 15 | 4 |
| 36 | 6 | 12 | 6 |
| 37 | 14 | 22 | 8 |
| 38 | 7 | 8 | 1 |
| 39 | 6 | 19 | 13 |
| 40 | 8 | 7 | -1 |
| 41 | 5 | 9 | 4 |
| 42 | 9 | 18 | 9 |
| 43 | 9 | 2 | -7 |
| 45 | 11 | 21 | 10 |
| 47 | 14 | 21 | 7 |
| **11th Grade Students** | | | |
| 02 | 11 | 18 | 7 |
| 03 | 16 | 33 | 17 |

TABLE IVB
MATHEMATICS PRETEST AND POSTTEST MEAN SCORES
1974-75
9TH, 10TH, AND 11TH GRADE GROUPS

| | Pretest Mean | Posttest Mean |
|---|---|---|
| 9th Grade (N=44) | 10.3 | 18.5 |
| 10th Grade (N=35) | 9.5 | 17.2 |
| 11th Grade (N=2) | 13.5 | 25.5 |
| Total Group (N=81) | 10.0 | 18.1 |

5. Objective V:

a. Procedures for analysis of data: The details of each job experience for each student who chose to work -- place of employment, starting and finishing dates, and the rating of successful(S) or unsuccessful(U) -- were collected and tabulated. The number and percentage of students having at least one successful work experience was determined and the results were summarized by grade classification and for the group as a whole.

b. Report of the findings: A total of 41 students chose to participate in the work experience aspect of S.O.S. during 1974-75. Thirty-five (85.4%) of these students had at least one successful experience as indicated by the composite ratings of the Project Coordinator and the Work Coordinator. These 41 students had a total of 49 separate work experiences, 37 (75.5%) of which were rated as successful.

c. Summarization and tabulation of data: Table VA contains the job experience details for each student who chose to work, with separate listings for 9th and 10th grade students (no 11th grade students elected to participate in this aspect of the S.O.S. program). The summary statistics for the successful work experiences are presented in Table VB.

TABLE VA
SUMMARY OF EMPLOYMENT EXPERIENCES
1974-75
9TH AND 10TH GRADE STUDENTS

| Student | Place of Employment | Date Started | Date Terminated | Rating of * Success |
|---|---|---|---|---|
| **9th Grade Students** | | | | |
| 01 | Mr. Rib | 9-15-74 | Continuing | S |
| 03 | NYC Hall School | 9-10-74 | 12-15-74 | S |
| | McDonald's | 4-15-75 | Continuing | S |
| 08 | Pilot City Regional Center | 2-12-75 | 3-10-75 | S |
| 11 | Kentucky Fried Chicken | 10-8-74 | 12-4-74 | S |
| 17 | Super Value | 9-20-74 | 12-15-74 | S |
| 18 | NYS-WMCA | 4-1-75 | Continuing | S |
| 20 | Burger King | 9-9-74 | 10-2-74 | U |
| 26 | Penn Ave. Warehouse | 10-4-74 | 10-19-74 | S |
| 28 | NYC-Teen Center | 3-15-75 | 5-1-75 | S |
| 29 | Merwin Drug | 3-18-75 | 4-1-75 | S |
| 30 | Merwin Drug | 9-1-74 | Continuing | S |
| 32 | Country Club | 4-26-74 | 1-10-75 | U |
| 35 | Emerson Furniture | 10-1-74 | Continuing | S |
| 36 | NYC-SOS | 9-10-74 | ? | U |
| 39 | Babysitting | 9-15-74 | Continuing | S |
| 47 | SSP-Office | 9-10-74 | Continuing | S |
| 50 | Babysitting | 1-1-75 | 2-12-75 | S |
| **10'th Grade Students** | | | | |
| 01 | Butter Roll Bakery | 10-21-74 | Continuing | S |
| 02 | NYC North High Office | 2-3-75 | 6-12-75 | S |
| 05 | Burger King | 9-9-74 | 10-1-74 | U |
| | Mooney's Pub | 2-1-75 | 3-1-75 | U |
| | Burger King | 3-10-75 | Continuing | S |
| 06 | Lund's | 10-4-74 | Continuing | S |
| 08 | Native American Youth Service | 1-15-75 | Continuing | S |
| 09 | Penny's Super Market | 10-5-74 | 11-1-74 | U |
| | Super Valu | 1-15-75 | 2-15-75 | U |
| | McDonald's | 4-15-75 | Continuing | S |
| 11 | Capri Theatre | 9-7-74 | 11-15-74 | S |
| | Freemont Connection | 2-15-75 | 3-1-75 | U |
| 12 | Babysitting | 3-10-75 | 6-1-75 | S |
| 13 | SSP-Counseling Office | 9-15-74 | ? | U |
| 15 | NYC-Salvation Army | 9-15-74 | 4-28-75 | S |
| 17 | NYC-SOS | 9-8-74 | 11-20-74 | U |

TABLE VA Continued

| Student | Place of Employment | Date Started | Date Terminated | Rating of * Success |
|---|---|---|---|---|
| 21 | Highland Park Nursing | 10-29-74 | 2-8-75 | S |
| 22 | Burger King | 9-10-74 | 11-21-74 | S |
| | Fas Gas | 1-1-75 | 5-4-75 | S |
| 24 | Burger King | 10-8-74 | 4-25-75 | S |
| 25 | Country Club | 9-15-74 | Continuing | S |
| 26 | Monroe Country Boy | 9-15-74 | 4-1-75 | S |
| 28 | Stewart Meats | 4-1-75 | Continuing | S |
| 33 | Country Club | 10-2-74 | 4-19-75 | S |
| 35 | Burger King | 10-2-74 | 1-17-75 | S |
| 36 | Hank's Standard | 10-1-74 | 11-1-74 | U |
| 37 | Lee Alan Auto | 4-5-75 | Continuing | S |
| 44 | Super Valu | 3-17-74 | 2-15-75 | S |
| | Country Club | 4-15-75 | 4-24-75 | U |
| 45 | Phil's Floral | 11-1-74 | 2-15-75 | S |
| 47 | Imagery Creations | 1-15-75 | Continuing | S |

*S=Successful Experience
U=Unsuccessful Experience

TABLE VB
SUMMARY OF SUCCESSFUL WORK EXPERIENCES
1974-75

| Number of Students Choosing to work | Total Number of Work Experiences | Students with at least One Successful Experience | | Total Successful Work Experie | |
|---|---|---|---|---|---|
| | | N | % | N | % |
| 9th Grade Students | | | | | |
| 17 | 18 | 14 | 82.4* | 15 | 83.3 |
| 10th Grade Students | | | | | |
| 24 | 31 | 21 | 87.5* | 22 | 71.0 |
| Total Group | | | | | |
| 41 | 49 | 35 | 85.4* | 37 | 75.5 |

*Meets criterion for success

6. Objective VI:

a. Procedures for analysis of data: Information about pre-service and in-service training sessions for the project staff was obtained by the evaluator and discussed with the Project Director. These discussions also included a review of the class schedules and course objectives that had been prepared by the staff, and an expression of the Project Director's satisfaction with the sessions and the materials produced.

b. Report of the findings: Pre-service and in-service training sessions were held as planned during the 1974-75 school year and were well attended by the staff. Course objectives for most courses were prepared to the satisfaction of the Project Director and the resource consultant.

c. Summarization and tabulation of data: No data will be presented at this point for this objective. Complete sets of course objectives are on file in the S.O.S. office.

D. Conclusions and Recommendations

1. Accomplishment of project objectives:

a. Objective I: This objective, which dealt with the "participation" aspects of the S.O.S. project, was divided into three sub-objectives: attendance, credits earned, and a composite rating of each student by the project staff. Only the composite rating portion was successfully accomplished according to the criterion for success that had been established. This sub-objective was to be considered successfully accomplished if at least 75% of the total group received ratings of "successful" by the staff. The actual figure was 76.2%.

A substantial portion, 57.7%, of the students earned an average of at least 4 credits for each trimester that they were in attendance in the project, but this figure fell short of the 60% minimum that had been established as the criterion for success.

The mark was missed even farther where attendance was concerned. The criterion for success that was established was that at least 60% of the total group of students would be in attendance 80% of the time that they were enrolled in the project. Although a substantial number of students did reach this goal, and many others had commendable records, especially when their previous attendance records were considered, the figure of 47.5% for the total group was not high enough for successful attainment of the sub-objective.

Thus only one of the three sub-objectives of Objective I -- composite rating -- was successfully accomplished.

b. Objective II: This objective was concerned with improving students' attitudes toward school and teachers. These attitudes, as measured by the attitude scales that were used in the project in 1973-74 and again in 1974-75, did improve rather substantially in both areas, but not enough students made improvements in their scores for the criterion for success to be met. The improvement percentage of 76.4% for school and 78.3% for teachers were quite high, yet both were short of the 80% minimum that had been set.

c. Objective III: The "survival skill" of reading is a tremendously important one for S.O.S. students, and it was in this area that the gains for 1974-75 were most impressive. It had been hoped that at least 60% of the students who were assigned to the SLBP and Developmental reading groups would improve their reading grade level by at least 2 months for each 3 months that they were in attendance in the project. The final results showed that 87.0% of the students had reached this goal.

d. Objective IV: The mathematics area was a problem area all year at S.O.S. As was noted in the Interim Evaluation Report, the mathematics goal was arrived at with some difficulty, and proper evaluation data were not available at the time of the interim report. Unfortunately, this situation was apparently not one that could be remedied, and the individual evaluation and determination of goals for students was not done. As a result, there are no data to indicate whether or not this objective was successfully accomplished.

To the extent that the standardized test that was used is an indicator of student progress, however, the available data do show that the majority of students improved their computational skills from the pretest to the posttest administrations of the tests.

e. Objective V: This objective -- the job experience objective -- very clearly was successfully accomplished. The goal was for at least 50% of the students who chose to work to have at least one successful job experience during the year. The final data show that 85.4% of the students did have a positive, successful experience.

f. Objective VI: During 1973-74, the S.O.S. staff began to receive assistance in preparing goals and objectives for their students from Ms. Harriet P. Burns, Director of Special Education, College of St. Thomas. Ms. Burns continued her excellent assistance through

pre-service and in-service training sessions in 1974-75. The result was a marked improvement in the quality and thoroughness of the goals and objectives that were developed by the staff. Without question, therefore, this objective was successfully accomplished.

2. Implications: During the three years that the S.O.S. project has been in existance at North Community High School, much has been learned about establishing, supporting and maintaining an alternative educational program within the framework of the traditional educational setting. Many of these findings do have broad implications for others who are struggling with similar situations elsewhere. The Project Coordinator is the most qualified person to elaborate upon these points, and her reports certainly should be read with interest. The evaluator wishes to comment at this point, however, on four items that have been especially noticeable to him during the three years that he has been involved with the evaluation of the project.

   a. Selection of students: Within every traditional school setting there are some students who do not seem to fit. The causes of the problems, if they can be discovered at all, are as different and varied as the individuals are unique. For some the degree of disparity is small, for others it is enormous. If and when an alternative program is developed to assist these problem children, there often is a tendency to attempt to place all of them into the alternative program. This is a mistake, and will either doom the project to utter failure within a short time, or reduce its effectiveness to near nothing.

   Students who are admitted to the program must be carefully selected. Only those who can reasonably be expected to be assisted by the project, which is limited in scope, should be admitted. Others should either be retained where they are or referred to other agencies who can deal with their special problems.

   b. Project goals and objectives: In some educational settings it is possible to begin instruction with only general or vague notions of the desired outcome, and "let things develop" as the school term moves along. In an alternative program such as S.O.S., that behavior is a sure guarantee of frustration for all and disaster in the end.

   An alternative program must clearly define and limit its scope of action, state its goals and objectives, and select and prepare methods of instruction for reaching these goals and objectives before it opens its doors. This does not imply rigidity; on the contrary, flexibility is essential, but intelligent flexibility is possible only when desired outcomes have been previously determined.

c. Staff selection: Just as it is essential that students be carefully selected, so is it essential that the teaching and support staff be carefully selected. The students in a project like S.O.S. are difficult to deal with. This is no place for the inexperienced, immature, irresponsible teacher, or one with physical, mental, or emotional health problems.

The teachers who are chosen should, above all, be persons who have an understanding of the kinds of students that they will be working with, and want to work with them. Of near equal importance, moreover, they should be competent professionals who not only are willing to work as part of a team, but also are able to function with a minimum of supervision.

d. Program evaluation: The overall goal of S.O.S. was to bring about desired changes in individuals -- in individuals as whole persons. In order to maximize the possiblity of this happening, the progress of each student should be closely monitored. Staff sessions in which student progress (and problems) are discussed is one good way to keep everyone aware of what is happening.

Similarly, the progress of the project as a whole should be evaluated regularly during the school year. Only in this way can problems be discovered and modifications be made in time to be of value.

3. Recommendations: The Minneapolis Public School has already decided not only to continue this project at North Community High School, but also to expand it to include a larger segment of the North High populati The recommendations that are offered at this point, therefore, will not concern the continuation of the project or the attainment of the six objectives for 1974-75, as these have been made in previous evaluation reports. They will, however, speak to the continued development of the project as it moves into this new, expanded phase.

a. Administrative concern and support: "It's nice to know that you are wanted, and that someone knows, understands, and is concerne about what happens to you." This applies not only to individuals, but to projects like S.O.S. (which, of course, are made up of human beings).

The evaluator recommends that the strong administrative support from North High and Area and District administrators which was so obvious in 1974-75 continue in the future.

b. Staff selections: Staffing has been a problem for S.O.S. during each of its three years of existence. The evaluator recommends that the comments offered under "Implications: 2c" above be considered as the staff for 1975-76 is selected.

c. Public relations: Of necessity for survival of the project, perhaps, much of the time of the Project Coordinator and the staff has been spent in public relations, in efforts to inform significant others, both internal and external to the school staff, of the project and its needs and accomplishments. These activities have been worthwhile, but there is no doubt that they have taken valuable time away from working with the students and from further development of the project.

The evaluator recognizes the need for public relations, of course, but he recommends that the burden be shared by others and that the Project Coordinator and the staff be given more time to work with the project.

4. Conclusion: Although the educational objectives as stated for S.O.S. for 1974-75 were not attained to the extent that had been hoped, the project as a whole continues to fill a much-needed place in the North Community High School program. Its acceptance, and new expansion speak clearly to its success.

## APPENDICES


Appendix A: Class Schedule for October 28 - November 22, 19

Appendix B: Attitude Scales

SCHOOL OF SURVIVAL
3rd Session
October 28 - November 22, 1974

CLASS SCHEDULES

| | 8:30 - 9:10 | 9:20 9:40 | 9:45 - 10:25 | 10:25 10:35 | 10:35 - 11:15 | 11:15 12:00 | 12:05 - 12:45 | 12:50 1:30 1:30 - 2:15 |
|---|---|---|---|---|---|---|---|---|
| JAMES NIKER | READ-O-RAMA Portable | GROUP Rm 101 | ------ | K | READ-O-RAMA Portable | I | READ-O-RAMA Portable | Room 100 SMALLEST CLASS IN TOWN Mon. Wed. Fri. RECREATION - Tu. Thur. |
| BEVERLY BROUGHTON | ------ | GROUP Rm 602 | CRAFTS Rm 602 | | BATIK and TIE DYEING Rm 602 | | CRAFTS Rm 602 | LOOM BEADING Rm 602 |
| DAVID EVELO | READ-O-RAMA Portable | GROUP Portable | READ-O-RAMA | A | READ-O-RAMA | C | ------ | FOOD Portable M/W/F AND RECREATION Tu.-thur. |
| PAULETTE REDEREUX | WORK COORDINATOR (See Ms. Genereux between 8:30 and 9:30 for job counseling. Room 101 | | | | | | | |
| OHN UMPHREY | ------ | GROUP 602A | THE REAL THING Rm 602A | E | CITY LIFE Rm 102 | N | THE REAL THING 602A | DOPE ON DOPE Tu. and Thurs. Rm. 102 |
| RLENE OYCE | THE MORNITA STORY Portable | GROUP Rm 102 | Rm 101 | | ------ | | MYSTERY AND ROMANCE IN READING Rm 101 | RECREATION - Tu. - Th. HOW WE SEE IT - M/W/F Rm 100 |
| IRK ELSON | ------ | GROUP Portable | CARING ABOUT ANIMALS Rm 102 | R | CITY LIFE Rm 102 | U | CARING ABOUT ANIMALS Rm 102 | LOOM BEADING Rm 602 |
| ARY TASCH | ------ | GROUP Rm 100 | SAFETY IN NUMBERS Rm 100 | | SAFETY IN NUMBERS Rm 100 | | ALGEBRA Rm 100 | RECREATION - Tu.- th. HOW WE SEE IT - M/W/F Rm 100 |
| ARBARA ASER | Rm 21 | GROUP Rm 103 | | B | | L | | |

Appendix A

Student Name _____

SCHOOL OF SURVIVAL
North High School

## FEELINGS ABOUT TEACHERS

DIRECTIONS: This questionnaire gives you the opportunity to express your feelings about several things related to teachers. For each of the statements below, circle the letters that most nearly describe your feelings about the statement.

SA - Strongly Agree
A - Agree
U - Uncertain
D - Disagree
SD - Strongly Disagree

1. Most teachers are genuinely interested in their students as individuals.

SA A U D SD

2. Teachers often encourage students to try things on their own -- to think for themselves.

SA A U D SD

3. Teachers basically have a good sense of humor.

SA A U D SD

4. Most teachers do not understand what the "real" world is all about.

SA A U D SD

5. Teachers do not expect very much from their students.

SA A U D SD

6. Most teachers are usually fair in their dealings with students.

SA A U D SD

7. Most teachers do not know how to get along with their students.

SA A U D SD

8. Teachers are usually considerate of how their students feel.

SA A U D SD

Student's Name _____

SCHOOL OF SURVIVAL
North High School

## FEELINGS ABOUT SCHOOL

DIRECTIONS: This questionnaire gives you the opportunity to express your feelings about several things related to school. For each of the statements below, circle the letters that most nearly describe your feelings about the statement.

SA - Strongly Agree
A - Agree
U - Uncertain
D - Disagree
SD - Strongly Disagree

1. School helps us learn how to relate to other people.

SA A U D SD

2. I do not like to go to school.

SA A U D SD

3. I think I learn a lot in school.

SA A U D SD

4. I think school is dull and boring

SA A U D SD

5. School doesn't allow me to be myself.

SA A U D SD

6. School is a comfortable place for me to be.

SA A U D SD

7. Going to school is better than staying home.

SA A U D SD

8. School is a good place for me to meet my friends.

SA A U D SD

9. Most teachers really seem to enjoy teaching.

SA A U D SD

10 All too often teachers embarrass their students.

SA A U D SD

11. Most teachers are nice people.

SA A U D SD

12. Teachers do not treat their students like human beings.

SA A U D SD

13. Teachers often do not know what they are talking about.

SA A U D SD

14. Most teachers have forgotten what it's like to be young.

SA A U D SD

15. Most teachers do not like students.

SA A U D SD

16. Most teachers do a poor job of teaching.

SA A U D SD

17. Most teachers do not listen to what their students have to say.

SA A U D SD

18. Teachers usually are friendly people.

SA A U D SD

19. Most teachers are enthusiastic about the subject they are teaching (really believe that it is important).

SA A U D SD

20. Teachers are easy for students to talk to.

SA A U D SD

9. School is a frightening place for me.

SA A U D SD

10. School helps me learn the things I want to learn.

SA A U D SD

11. School is nothing but a bunch of "Do this! - Don't do that!"

SA A U D SD

12. School is a pretty lonely place for me.

SA A U D SD

13. The things I learn in school will be of value to me after I leave school.

SA A U D SD

14. School is a good place to go.

SA A U D SD

15. School helps me learn about the really important things in life.

SA A U D SD

16. School is like a prison for me.

SA A U D SD

17. School is sad.

SA A U D SD

18. School is fun.

SA A U D SD

19. School is a waste of time for me.

SA A U D SD

20. I don't think I am learning much in school.

SA A U D SD

Student Name_____

SCHOOL OF SURVIVAL
North Community High School

FEELINGS ABOUT SOS TEACHERS

DIRECTIONS: This questionnaire gives you the opportunity to express your feelings about several things related to SOS teachers. For each of the statements below, circle the letters that most nearly describe your feelings about the statement.

SA - Strongly Agree
A - Agree
U - Uncertain
D - Disagree
SD - Strongly Disagree

---

1. Most SOS Teachers are genuinely interested in their students as individuals.

SA A U D SD

2. SOS teachers often encourage students to try things on their own - to think for themselves.

SA A U D SD

3. SOS teachers basically have a good sense of humor.

SA A U D SD

4. Most SOS teachers do not understand what the "real" world is all about.

SA A U D SD

5. SOS teachers do not expect very much from their students.

SA A U D SD

6. Most SOS teachers are usually fair in their dealings with students.

SA A U D SD

7. Most SOS teachers do not know how to get along with their students.

SA A U D SD

8. SOS teachers are usually considerate of how their students feel.

SA A U D SD

9. Most SOS teachers really seem to enjoy teaching.

SA A U D SD

10. All too often SOS teachers embarrass their students.

SA A U D SD

11. Most SOS teachers are nice people.

SA A U D SD

12. SOS teachers do not treat their students like human beings.

SA A U D SD

13. SOS teachers often do not know what they are talking about.

SA A U D SD

14. Most SOS teachers have forgotten what it's like to be young.

SA A U D SD

15. Most SOS teachers do not like students.

SA A U D SD

16. Most SOS teachers do a poor job of teaching.

SA A U D SD

17. Most teachers do not listen to what their students have to say.

SA A U D SD

18. SOS teachers usually are friendly people.

SA A U D SD

19. Most SOS teachers are enthusiastic about the subject they are teaching (really believe that it is important).

SA A U D SD

20. SOS teachers are easy for students to talk to.

SA A U D SD

Student Name _____

SCHOOL OF SURVIVAL
North Community High School

FEELINGS ABOUT SOS

DIRECTIONS: This questionnaire gives you the opportunity to express your feelings about several things related to SOS. For each of the statements below, circle the letters that most nearly describe your feelings about the statement.

SA - Strongly Agree
A - Agree
U - Uncertain
D - Disagree
SD - Strongly Disagree

---

1. SOS helps us learn how to relate to other people.

SA A U D SD

2. I do not like to go to SOS.

SA A U D SD

3. I think I learn a lot in SOS.

SA A U D SD

4. I think SOS is dull and boring.

SA A U D SD

5. SOS doesn't allow me to be myself.

SA A U D SD

6. SOS is a comfortable place for me to be.

SA A U D SD

7. Going to SOS is better than staying home.

SA A U D SD

8. SOS is a good place for me to meet my friends.

SA A U D SD

9. School is a frightening place for me.

SA A U D SD

10. SOS helps me learn the things I want to learn.

SA A U D SD

11. SOS is nothing but a bunch of "Do this! - Don't do that!"

SA A U D SD

12. SOS is a pretty lonely place for me.

SA A U D SD

13. The things I learn in SOS will be of value to me after I leave SOS.

SA A U D SD

14. SOS is a good place to go.

SA A U D SD

15. SOS helps me learn about the really important things in life.

SA A U D SD

16. SOS is like a prison for me.

SA A U D SD

17. SOS is Sad.

SA A U D SD

18. SOS is fun.

SA A U D SD

19. SOS is a waste of time for me.

SA A U D SD

20. I don't think I am learning much in SOS.

SA A U D SD